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ABSTRACT

This masters thesis develops a profile of the junior college sociology instructor teaching in the Southern region. Most junior college sociology instructors in the South are white Protestants, under 40, and married men. 65% of the respondents attended high school in a small town or rural area; 62% received their entire college background in the South. Only 20% of the instructors were former junior college students. Most received master's degrees from major universities or state colleges; the majority have no doctorate. It appears that one third of the instructors have no more than eight sociology courses, and majored in other fields. The largest source of new junior college teachers is from the high school classroom. Salaries are affected by variables of location and sex. Less than 25% of the sociology instructors engage in research. (RS)

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A PROFILE OF INSTRUCTORS OF SOCIOLOGY IN JUNIOR COLLEGES OF THE SOUTH

by

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A THESIS

IN

SOCIOLOGY

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of Texas Tech University in
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the Degree of

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TABLE OF CONTENTS

ACKNOWLEDGMENTS..... ii

LIST OF TABLES..... v

I. INTRODUCTION..... 1

Purpose and Scope of the Thesis..... 1

Review of Previous Research..... 4

Definitions of Terms..... 6

II. METHODS AND PROCEDURES..... 9

Design of the Questionnaire..... 9

Selection of the Sample Population..... 9

Response to the Survey..... 10

III. FINDINGS AND INTERPRETATIONS..... 12

Personal Characteristics and Qualifications..... 12

Personal Information..... 12

Background of Instructors..... 15

Teaching Experience..... 24

Other Experiences Related to Sociology..... 29

Current Junior College Position..... 29

Teaching Environment..... 29

Salary..... 31

Professional Responsibilities..... 34

Attitudes and Opinions of Respondents..... 40

IV. SUMMARY AND CONCLUSION..... 45

BIBLIOGRAPHY..... 48

APPENDIX..... 51

Questionnaire on Instructors of Sociology..... 52

LIST OF TABLES

Table		Page
I.	Selected personal characteristics of respondents, by number and percentage	13
II.	Religious preference of respondents	15
III.	Type of school granting degree and degrees held by respondents, by number and percentage	17
IV.	Highest academic attainment of sociology instructors in junior colleges of the South compared to all instructors in junior colleges of the nation, 1969-70	18
V.	Dates of college enrollment for respondents, by number and percentage	19
VI.	Respondents' educational background in sociology, by number and percentage	20
VII.	Disciplines in which respondents earned degrees	21
VIII.	Professional activities of respondents, by type of participation, number, and percentage	22
IX.	Respondents' teaching experience, by level, type, and length	27
X.	Enrollment statistics	30
XI.	Current salary range	34
XII.	Current professional responsibilities	36
XIII.	Sociology courses taught in junior colleges	38
XIV.	Rank ordering of sociology courses and percentage of institutions offering these courses	39
XV.	General reaction of selected groups to instructors' sociology course offerings	41
XVI.	Attitudes and opinions of respondents	42

CHAPTER I

INTRODUCTION

Purpose and Scope of the Thesis

American sociologist Robert J. Havighurst asserted that "the commitment of the American society to the maintenance and expansion of opportunity for post-secondary education will be realized primarily through the junior colleges."[1] A newly published report on the future of community colleges has projected that the present national enrollment will double by 1980 and triple by the year 2000.[2] Another indication of the increasing importance of community and junior colleges is the rapid growth in the number of such institutions in the last twenty years. The most spectacular expansion occurred during the 1960's when the number of such colleges rose from about 650 to approximately 1,100 and the enrollment in two-year colleges more than tripled, soaring from 600,000 to an estimated two million

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[1]Robert J. Havighurst, "The Junior College in American Society," Junior College Student Personnel Programs -- Appraisal and Development (Report to Carnegie Corporation of New York from the National Committee for Appraisal and Development of Junior College Student Personnel Programs, November, 1965), quoted in George H. Voegel, "Post-High School Education: Its Needs, Its Potential," Educational Leadership, XXVIII (January, 1971), 342.

[2]"Emphasis: Carnegie Commission Report," Junior College Journal, XLI (August, 1970), 3.

students in 1970.[3] Chapman has pointed out that "the faculty is the heart of the college."[4] Likewise, Gleazer emphasizes that "an inescapable obligation of our profession is a concern for the preparation of junior college teachers."[5]

> Who teaches in these junior colleges with their broad aims, their diverse functions? Source, preparation, and quality of faculty must be of prime concern... for, more than any other institution of higher education, the junior college has accepted instruction as its mission.... The junior college, above all, is a teaching institution.[6]

Sociology is one of the many subjects offered in junior colleges. Yet, there is a dearth of information on the teaching of sociology in such institutions. Although the larger four-year colleges and universities have the vast majority of sociology students, "the increasing expansion of junior college systems and the proliferation of junior college transfer students to our four-year colleges suggests that in the forseeable future these larger institutions will be directly affected by academic preparation in the

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[3]Bill J. Priest and H. Deon Holt, "Community College Outlook for the 70's," Compact, IV (August, 1970), 34.

[4]Charles E. Chapman, "Resharpening the Tools of Instruction," Junior College Journal, XXXVII (October, 1966), 34.

[5]Edmund J. Gleazer, Jr., "AAJC Approach: Preparation of Junior College Instructors," Junior College Journal, XXXV (September, 1964), 3.

[6]Arthur M. Cohen, "Teacher Preparation: Rationale and Practice," Junior College Journal, XXXVII (May, 1967), 21.

junior college."[7] In addition to this forecast, it is commonly recognized that the key factor in the teaching of any subject is the instructor. Consequently, the concern of this thesis is the junior college instructor of sociology.

More specifically, this paper develops a profile of the junior college sociology instructor teaching in the geographic region covered by the Southern Association of Colleges and Schools. As pointed out by L. L. Bernard, academic sociology has a long history in the South, and traces back to the 1854 publications of Mississipian Henry Hughes and Virginian George Fitzhugh as well as the even earlier thinking of James Monroe, James Madison, and Thomas Jefferson.[8] Following a recent national trend, which began at the end of World War II, the number of junior colleges in this region more than doubled between 1960 and 1968, growing from 145 to 299 such institutions.[9] In some of the states in this region the growth rate was even more spectacular: enrollment increased by 503 per cent in Florida junior colleges and 160 per cent in Texas between 1960 and 1968.[10] Despite the expanding significance of such schools, information relating to the personal and

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[7]Ellwyn R. Stoddard, "A 'Loophole' in the Sociologist's Claim to Professionalism: The Junior College Sociology Instructor," The American Sociologist, III (May, 1968), 132.

[8]L. L. Bernard, "Sociological Trends in the South," Social Forces, XXVIII (October, 1948), 12.

[9]American Association of Junior Colleges, 1969 Junior College Directory (Washington, D. C.: American Association of Junior Colleges, 1969), pp. 12-84.

[10]Priest and Holt, loc. cit.

professional characteristics and qualifications of southern junior college sociology instructors is lacking. This study of such teachers provides pertinent personal information as well as insight into the current teaching position of junior college sociology instructors in the South. Furthermore, in order to make the information gained in this survey more meaningful, it is compared to relevant available data from other regions and types of colleges.

Review of Previous Research

Although numerous books and articles pertain to junior colleges and their faculties,[11] the only major published article relating specifically to junior college instructors of sociology (as distinct from other educational levels and other disciplines) is one by Ellwyn R. Stoddard describing selected characteristics of seventeen teachers in Iowa.[12] Pertinent comments from Stoddard's Iowa study include the following:

> Four of the seventeen are under 31 years of age and nine are 48 or older, suggesting that junior colleges might be the receptacle of the very new, or the older teachers.
>
> With the exception of four of these sociology teachers, the formal training of these sociology instructors was completed prior to the termination of World War II. It appears that their formal training was not very current.
>
> Approximately three-quarters of these sociology teachers have their Master's degree in education, with only incidental contact in sociology. Those instructors reflecting liberal arts training are predominantly history majors.

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[11] See the "Bibliography" of this paper for examples.

[12] Stoddard, op. cit., pp. 132-135.

> The most discouraging fact emerging from this entire study was the assignments of the only two individuals in these sixteen faculties with Master's degrees in sociology. One was a college dean with full-time administrative duties and the other taught Spanish full-time!
>
> Fourteen of the fifteen colleges reported a minimum offering of a "Principles of Sociology" course. Six offered additional work in "Social Problems" and an equal number listed "Marriage and Family."[13]

The information from this Iowa study might serve as a benchmark by which to guage the data which follows on sociology instructors in the South.

In addition to the Iowa study of instructors, several papers dealing with junior college sociology have been read at recent meetings of the Southwestern Sociological Association, suggesting increasing recognition of the importance of the field.[14] Other indications of growing concern with instruction are the American Sociological Association's publication of The American Sociologist as well as their recently established committee to review the situation and suggest needed improvement in the teaching of sociology.[15] The Southern

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[13] Ibid., pp. 132-133.

[14] Adele M. Davenport and M. B. Wade, "A Comparison of Junior College Sociology Instructors in Texas and the South," (Paper read to Southwestern Sociological Association, Dallas, Texas, March 26, 1971); M. B. Wade and Adele M. Davenport, "High School and Junior College Instructors of Sociology in the South," Proceedings of the Southwestern Sociological Association, XX (1970), 226-230; M. B. Wade, W. L. York, and W. J. Reynolds, "The Status of Sociology in the Junior Colleges of Texas," Proceedings of the Southwestern Sociological Association, XIX (1969), 22-26.

[15] Though not specifically concerned with instruction at the junior college level, the American Sociological Association does have a standing committee on Teaching Undergraduate Sociology and is sponsoring a seminar on Sociology in the Community College at its 1971 annual meeting. There is also an ad hoc committee on Social Studies Curriculum in American Secondary Schools as well as several institutes and workshops being held this summer (1971) for high school teachers of sociology and social science.

Sociological Society has also shown recent interest in recruiting members among junior college faculties. In keeping with this increased interest in teaching and in junior college sociology, this thesis surveys and discusses the instructor of sociology in the junior colleges of the South in greater depth, breadth, and detail than any previous study.

Definitions of Terms

Much confusion exists in the overlapping use of terms such as "two-year institution," "community college," and "junior college." These frequently interchanged phrases are defined and distinguished in the Yearbook of Higher Education, 1969, as follows:

> TWO-YEAR INSTITUTION. (1) Literally, an institution of higher education offering the first 2 years of college-level work. (2) In common usuage a 2-year institution is distinguished from a 4-year institution and is characterized by offering at least 2, but less than 4, years of an organized curriculum leading to a formal award, such as an associate degree, certificate, diploma, or license (depending on the particular curriculum or institution). The curriculum may be of the transfer type (with credits normally transferable at full value toward a bachelor's degree); of terminal-occupational or open-ended. Two-year institutions include community colleges, junior colleges, technical institutes, and semiprofessional schools. In addition to organized curriculums, two-year institutions (particularly community and junior colleges) many also offer other types of instruction; e.g., courses in general education and adult education, short courses, and special lectures. It is recognized that there are many institutions whose names do not indicate their type.
>
> COMMUNITY COLLEGE. A 2-year institution of higher education, generally public, offering instruction adapted in content, level, and schedule to the needs of the community in which it is located. Offerings usually include a transfer curriculum (credits transferable toward a bachelor's degree), occupational (or terminal) curriculums, general education, and adult

> education. So far as possible, courses are offered in morning, afternoon, or evening hours according to the general convenience of the clientele. In addition to organized curricula, offerings may also include short courses, special lectures, etc., of interest to the community or to groups therein. Most of the students live within the community. Note: The term "community college" generally refers to an independently organized institution (either public or private), or to one which is organized as part of a local public school system. While there is no hard and fast distinction between the terms "community college" and "junior college," the former is more community-centered with respect to both curriculums and administration; it is also more likely to derive a larger portion of its funds from local sources (including local taxes), and to be more largely under purely local control.
>
> JUNIOR COLLEGE. (1) A 2-year institution of higher education. A junior college may offer only a transfer or university-parallel curriculum, but more often also an occupational curriculum and other types of curriculum such as general education, adult education, short courses, and special lectures. When the 2-year institution offers the comprehensive curriculum described above, it may be referred to as a community college. The term "junior college" generally refers to an independently organized institution (public or private), or to one which is either part of a public school system (city, county, or state). It does not refer to the lower division of a 4-year institution, even if the lower division is on an entirely different campus from the parent institution (such an off-campus division would constitute a branch campus or extension center). (2) Loosely, any post-high school two-year educational institution.[16]

From these definitions, it is apparent that there is much overlap in the usage of the terms and that a two-year institution with the words "community college" in its name might well be included in a study of junior colleges. In this survey of junior colleges, all

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[16] Yearbook of Higher Education, 1969, (Los Angeles, California: Academic Media, Inc., 1969), pp. 760, 714, and 741.

such institutions offering a "transfer type" academic curriculum are included, and all such colleges offering only technical, vocational, or semiprofessional instruction are excluded.

Although many junior colleges offer general social science or social studies courses which may include a unit or two on sociology, this paper is concerned only with those persons teaching courses solely within the discipline of sociology. Therefore, the term "instructor of sociology" includes only those persons teaching introductory sociology courses, social problems courses, marriage and family courses, or other such courses taught from a sociological perspective. These persons teaching sociology courses, however, may be teaching courses in other disciplines simultaneously.

In this thesis, the term "South" refers to those eleven states in the geographic region covered by the Southern Association of Colleges and Schools. This includes Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. Henceforth, the use of the term "South" in this paper refers to these eleven states.

CHAPTER II

METHODS AND PROCEDURES

Design of the Questionnaire

After a cursory examination of the literature revealed little information on junior college sociology, and in recognition of the importance of the instructor in teaching any subject, the need for a study of junior college sociology instructors became obvious. Because of financial and time limitations, this study was restricted to instructors in the South, being a region of particular interest to the author.

A questionnaire designed for use in this study of instructors of sociology in the South was tested several times by administering it to faculty and students in graduate sociology classes at Stephen F. Austin State University in Nacogdoches, Texas. The criticisms and suggestions of these persons were incorporated in the preparation of the final form of the questionnaire, as well as in the development of coding instructions for storing information on computer cards, which were utilized in order to facilitate the analysis of data from respondents.

Selection of Sample Population

Securing the names and addresses of schools from a booklet entitled Report of Credit Given by Educational Institutions (1968)

published by the American Association of Collegiate Registrars and Admissions,[1] a fifty per cent sample was drawn from the junior colleges of the South. Because neither a list of sociology instructors nor a current list of junior colleges offering sociology was available, the names of the junior colleges in the South were listed in alphabetical order by state, and a questionnaire was addressed and mailed to "Instructor of Sociology" at every odd-numbered institution on the list. An explanatory letter and self-addressed stamped envelope were also included. Two follow-up mailings were made, accompanied by personal notes in some cases.

Response to the Survey

Of the 131 questionnaires mailed to junior colleges in the South during the winter of 1969-70, a response of 71 (54.2%) was received, of which 61 (46.6%) were sufficiently complete for use in this survey.[2] Thus, this study is based on the data contained in 61 questionnaires returned by 8 respondents in Alabama, 4 in Florida, 7 in Georgia, 5 in Kentucky, 6 in Mississippi, 5 in North Carolina, 4 in South Carolina, 5 in Tennessee, 11 in Texas, and 6 in Virginia.[3]

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[1] In an effort to secure up-to-date information on the names and addresses of sociology instructors, or of junior colleges offering sociology, letters were first written to each state department of education in the South. Replies from several states indicated that such information was not available. Other states sent a partial list, or a list of "educated guesses" as to which junior colleges might offer sociology courses. Some states failed to reply. Therefore, other sources of information were sought.

[2] One respondent replied that he did not have time to complete the questionnaire, one did not choose to participate in the study, and eight replies indicated that sociology was not being offered by the school at that time.

[3] Louisiana is not mentioned because the junior college personnel replied from that state reported that sociology was not being taught.

Because the number of junior college sociology instructors in the South is unknown, it is impossible to determine exactly how representative this sample is.[4] Upon receipt of the completed questionnaires, coded information from them was punched on computer cards. This computerized data describes personal and professional characteristics, qualifications, experiences, responsibilities, and attitudes of the instructors surveyed. By categorizing such information and determining the number of respondents in each category, a profile is developed of the sociology instructor in the junior colleges of the South. Thus, rather than attempting to determine the competency of these teachers, this thesis simply measures the number of respondents having certain characteristics. It is generally assumed that there is a correlation between educational level and teaching ability, but no conclusions can be drawn along these lines. A teacher who looks very "poor" on paper may do an excellent job in the classroom, and vice-versa.

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[4]Because some junior colleges have no sociology instructor and because some have more than one such teacher, it is impossible to determine the number of sociology instructors from a list of junior colleges. However, approximately one-half of the questionnaires were returned by approximately 50 per cent of the junior colleges in the South, which may indicate that approximately one-fourth of the junior college instructors in the South are represented in this sample of 61 respondents. In other words, an estimate of 250 sociology instructors in the junior colleges of the South would probably be close to the exact number of such teachers.

CHAPTER III

FINDINGS AND INTERPRETATIONS

Personal Characteristics and Qualifications

Personal Information

As might be expected, most junior college instructors of sociology in the South are white Protestants. When asked to indicate their race, nationality, or ethnic group, forty-eight respondents (78.7%) identified themselves as Caucasoid or White; five (8.2%) as Negroid, Negro, or Black; four (6.6%) as Jewish; and one (1.6%) reported himself as an American Indian.[1] While the statistics were not surprising, they clearly indicate the under-representation of Blacks, as compared to other groups. This condition exists despite the fact that historically Negro colleges in the South were among the first in this country to teach sociology.[2]

As shown by the data in Table I, sociology instructors in the South are typically young (91.8% are under 40) married (73.8%) males (70.5%). These statistics are similar to those gathered in two recent national studies of new faculty members in two-year colleges and of those in four-year universities. The data in these surveys indicate

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[1] Three respondents failed to reply to this question.

[2] L. L. Bernard, "Sociological Trends in the South," Social Forces, XXVIII (October, 1948), 14.

TABLE I

SELECTED PERSONAL CHARACTERISTICS OF RESPONDENTS, BY NUMBER AND PERCENTAGE

Age				Sex		Marital Status			
20-29	30-39	40-49	50+	M	F	Single	Married	Widow	Other
11	45	0	5	43	18	11	45	2	2
18.0%	73.8%	---	8.2%	70.5%	29.5%	18.0%	73.8%	3.3%	8.2%

that 76 per cent of the junior college instructors were less than forty years old and that 75 per cent of the university personnel were under thirty-nine years of age. Although both groups were relatively young (with a median age of 31 for the junior college faculty and 31.4 for the university group), two-year colleges had a slightly higher number of older teachers (50-60 years of age) than did the universities.[3] Thus, all studies (and especially this one of the South) seem to substantiate Stoddard's observation that in Iowa junior colleges seem to be the receptacle of the very young, or of older teachers.[4]

The sex ratio of southern instructors of sociology is nearly the same as that for the whole United States. Nationally, approximately

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[3]Clyde E. Blocker. "Are Our Faculties Competent?" Junior College Journal, XXXVI (December, 1965), 13.

[4]Ellwyn R. Stoddard, "A 'Loophole' in the Sociologist's Claim to Professionalism: The Junior College Sociology Instructor," The American Sociologist, III (May, 1968), 132.

70 per cent of the newly hired junior college faculty are men,[5] as compared to 70.5 per cent of the junior college sociology faculty in the South.

Marital status also was comparable in the studies of junior college and university personnel; three-fourths and two-thirds of the respective national groups were married.[6] In the South, almost three-fourths of the junior college sociology instructors are married, as shown by the data in Table I.

As one might expect in the southern "Bible Belt," most of the respondents prefer a Protestant religion, as is indicated by the data in Table II. None indicated Jewish faith, although four indicated Jewish "race." These respondents possibly represent "secular Jews" who do not practice their religion. Most of the Catholics are teaching in Catholic junior colleges. Some persons might be surprised by the percentage of persons in the South who indicated a preference for the Unitarian religion or of those who indicated they were agnostic or atheistic. This raises the interesting question of whether one's religious views are affected by his choice of an academic discipline or vice versa. This study is too limited to draw any conclusions on this point.

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[5]Ray C. Maul, "Can We Get Enough Good Teachers?" Junior College Journal, XXXIV (December, 1963), 4.

[6]Blocker, loc. cit.

TABLE II

RELIGIOUS PREFERENCE OF RESPONDENTS

Religious preference	Number	Per cent
Baptist	17	27.8%
Church of Christ	3	4.9%
Methodist	14	23.0%
Presbyterian	3	4.9%
Unitarian	3	4.9%
Other Protestant	4	6.6%
Catholic	5	8.2%
Jewish	0	-----
Agnostic, athesist, or "none"	5	8.2%
No answer	7	11.5%
Total	61	100.0%

Background of Instructors

Forty of the sixty-one respondents (65.6%) reported graduating from a high school in a rural area or from small towns of under 10,000 persons. Forty-five (73.8%) graduated from high schools in the South, twelve (19.7%) from secondary schools in other areas of the United States, and two (3.3%) from foreign schools.[7] Thus, over two-thirds of these southern sociology instructors apparently are

[7]Two respondents failed to answer this question.

from rural or small town southern backgrounds. Furthermore, thirty-eight (62.3%) of these teachers received their entire college education in the South, while eighteen received only part of their college education in the South, and five received all of their education outside of the South.

"Most junior college teachers have never attended a junior college." This statement was based on a 1963 study of new junior college instructors in California. It found that 63 per cent of such teachers had not attended a junior college.[8] While 20 per cent of the instructors in the South were former junior college students, 80 per cent had not attended a junior college. These figures, however, will probably change as greater numbers of students attend junior colleges.

As indicated by the data in Table III, the instructors in the South received their bachelor's degree from various types of schools, but master's degrees were generally received from a major university (47.5%) or state college (26.2%).[9] However, over 11 per cent of the graduate degrees were received from schools of theology or seminaries, and 20 per cent of the respondents held a Bachelor of Divinity, Master of Theology, or similar degree. While the frequent accusation that many sociologists are "frustrated preachers" is not necessarily true, there may be some truth in the statement for some of these respondents. It may also give some substance to the charge that many sociologists are "reformers" or "activitists" and not scientists.

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[8] Edmund J. Gleazer, Jr., "Preparation of Junior College Teachers," Educational Record, XLVIII (Spring, 1967), 149.

[9] A "major university" is any school, public or private, offering a doctorate in any subject; a "state college" includes all other state colleges and universities.

TABLE III

TYPE OF SCHOOL GRANTING DEGREE AND DEGREES HELD BY RESPONDENTS, BY NUMBER AND PERCENTAGE

Type of school granting degrees	Degree level			
	Bachelor's		Master's	
Independent private college	4	6.6%	0	---
Church-related college	15	24.6%	4	6.6%
State college	20	32.8%	16	26.2%
Major university	18	29.5%	29	47.5%
School of theology (seminary)	3	4.9%	7	11.5%
No answer or not applicable	1	1.6%	5	8.2%
Total	61	100.0%	61	100.0%

Nearly twenty years ago it was asserted that "the typical junior college teacher has a master's degree, plus one additional year of graduate work."[10] As shown by the data in Table IV, the majority of the junior college sociology instructors in the South today have no more than a master's degree. Four of these instructors hold graduate degrees such as the specialist or doctorate, twenty-two have done graduate work beyond the master's degree level, thirty hold master's degrees without additional courses, four have taken courses in addition to their undergraduate degree, and one holds no more than a bachelor's degree. In other words, over half of the sociology

[10] F. H. Dolan, "The Preparation of Junior College Teachers," Junior College Journal, XXII (February, 1952), 330.

instructors in the junior colleges of the South have done no work beyond the master's degree. As indicated by the data in Table IV, this statement is even more true nationally. However, in realization of the fact that the national statistics include teachers of both academic and technical subjects, whereas the data from the South is based solely on the faculty of an academic discipline (sociology), the status of the southern faculty in terms of comparable academic background does not compare as favorably to the national statistics as it appears. It is also impossible to determine from these statistics whether the academic preparation of junior college sociology teachers in the South has grown stronger or weaker during the last two decades. Nevertheless, many persons in the profession might feel concerned about the percentage of instructors teaching college level sociology who have done no work beyond the master's degree level.

TABLE IV

HIGHEST ACADEMIC ATTAINMENT OF SOCIOLOGY INSTRUCTORS IN JUNIOR COLLEGES OF THE SOUTH COMPARED TO ALL INSTRUCTORS IN JUNIOR COLLEGES OF THE NATION, 1969-70

Highest degree level	South	United States*
Below master's degree	8.2%	16.1%
Master's degree	49.2%	49.9%
Beyond master's degree	36.0%	27.7%
Doctor's degree and beyond	6.6%	6.2%

Note: Totals may not equal 100% due to rounding.
*Source: William S. Graybeal, "Faculty and Administrative Salaries, 1969-70," Junior College Journal, XLI (August, 1970), 10.

Unlike the Iowa study in which it was found that the formal training of most junior college instructors was completed before the end of World War II,[11] only six (9.8%) sociology instructors in the South completed their bachelor's degree before 1941, and all but ten (16.4%) have been in school during the last ten years. In fact, as indicated by the data in Table V, over half of the instructors have been in school during the last five years, which makes it improbable that one's knowledge of his subject matter field is outdated. The recentness of the enrollment figures are also indicative of the relative youth of the junior college instructors in the South.

TABLE V

DATE OF COLLEGE ENROLLMENT FOR RESPONDENTS, BY NUMBER AND PERCENTAGE

Year of bachelor's degree			Year of last enrollment		
Before 1941	6	9.8%	Before 1961	10	16.4%
1941-50	8	13.1%	1961-65	12	19.6%
1951-60	24	39.3%	1966-70	38	62.3%
1961-70	23	37.7%	Unidentifiable	1	1.6%

Note: Totals may not equal 100% due to rounding.

As indicated by the information presented in Table VI, sociology was not the major field of study for many persons teaching the subject in the junior colleges of the South. Few (8.2%) of these instructors had sociology in high school and many had little sociology in college.

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[11] Stoddard, loc. cit.

While 5.6 per cent of new California instructors taught subjects outside their major areas of study,[12] the data in Tables VI, VII, and VIII imply that many instructors in the junior colleges of the South are teaching sociology despite a rather weak college background in the discipline, both in terms of the total number of semester hours in sociology[13] as well as in terms of major and minor areas of study.[14] Although a recent report urged that junior college instructors should have a minimum of ten graduate courses (or the equivalent) in their subject matter discipline,[15] nearly one-third (31.1%) of such sociology instructors in the South have no more than eight sociology courses, including both undergraduate and graduate work.

TABLE VI

RESPONDENTS' EDUCATIONAL BACKGROUND IN SOCIOLOGY, BY NUMBER AND PERCENTAGE

High school soc.			Total college semester hours in soc.						
Yes	No	NA*	None	1-12	13-18	19-24	25-40	40+	NA*
5	53	3	2	6	6	5	12	26	4
8.2%	86.9%	4.9%	3.3%	9.8%	9.8%	8.2%	19.7%	42.6%	6.6%

*Note: NA = No answer

[12]Blocker, loc. cit.

[13]Less than half (42.6%) of the respondents have 40 hours of sociology.

[14]Of the total number of majors and minors indicated by the respondents, only 25% were in the area of sociology.

[15]Gleazer, op. cit., p. 151.

TABLE VII

DISCIPLINES IN WHICH RESPONDENTS EARNED DEGREES

Discipline areas	1st major	2nd major	1st minor	2nd minor
Sociology, ed. soc., family	15	24	12	11
History	11	5	8	2
Psychology, guidance, counseling	7	4	7	8
Government, political science	4	4	0	1
Social studies, social science	4	2	3	0
Bible, religion, theology	4	7	0	0
Education, special education	3	6	5	4
English, speech, drama	3	2	6	0
Agriculture, home ec., voc. ed.	3	1	0	0
Other	2	2	2	8
No answer or not applicable	2	4	15	25
Total	61	61	61	61

TABLE VIII

PROFESSIONAL ACTIVITIES OF RESPONDENTS, BY TYPE OF PARTICIPATION, NUMBER, AND PERCENTAGE

Degree of participation	Type of participation			
	Reading of professional journals		Member of professional organizations	
One or more in sociology	37	60.7%	33	54.1%
None in soc., but active in other professional areas	14	23.0%	15	24.6%
None	2	3.3%	2	3.3%
No answer or unidentifiable	11	18.0%	8	13.0%

Another article suggests that the instructor should have a minimum of 40 to 50 semester hours of preparation in his teaching field;[16] nevertheless, the data in Table VI show that over half of the respondents (50.8%) in this study fail to meet this minimum standard. Furthermore, despite the assertation that "the instructor must be expected to carry out intensive reading and research in order to enhance his abilities, keep up with current developments, and maintain a high level of participation in the life of his discipline,"[17] over one-third of the sociology teachers in the South, as shown by the data in Table VIII, admit that they do not engage in professional activities, such as reading sociology journals and holding membership in sociological

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[16]Dolan, loc. cit.

[17]Gleazer, op. cit., p. 151.

organizations. Though lack of time and money are common complaints of junior college faculties,[18] their participation in the professional activities of their discipline is considered important by many persons in the field. In this regard, Chapman makes the following point:

> The faculty has a great deal of responsibility to themselves, the student body, and the college that employs them. They need to set their own self improvement program. They need to keep up-to-date on current research, membership in professional societies, and to participate in programs both nationally and locally.[19]

Although this study indicates that a larger percentage of junior college instructors of sociology in the South have a stronger background and interest in the subject than the instructors in the previously cited Iowa study,[20] there is still reason for concern if one agrees with the following comments by Forbes:

> Unquestionably, the junior college must be committed to excellence in teaching. . . . But this, in turn, demands an analysis of what constitutes excellent teaching.
>
> Briefly, it is my conviction that excellence of teaching demands subject-matter competence in addition to such qualities as the ability to communicate, knowledge of testing procedures, and a genuine interest in human beings. But above all, effective teaching demands enthusiasm enriched by knowledge. I have come to the conclusion that enthusiasm without knowledge is dangerous, and knowledge without enthusiasm is boring.

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[18]Roger H. Garrison, "The Teacher's Professional Situation," Junior College Journal, XXXVII (March, 1967), 17.

[19]Charles E. Chapman, "Resharpening the Tools of Instruction," Junior College Journal, XXXVII (October, 1966), 34.

[20]Stoddard, op. cit., pp. 132-133.

> Above all else, the good instructor seeks to awaken curiosity, to arouse interest, to stimulate the student to pursue knowledge and creative development enthusiastically. But this type of teaching demands that the instructor have a real interest in the subject he is teaching. It cannot be one assigned him merely because "anyone who knows how to teach can teach it" or because no other more suitable instructor is available. The goal of arousing enthusiasm in the student requires an enthusiastic faculty member, and such a person is likely to be teaching in his area of interest and competence.
>
> Still more fundamental, however, is the fact that only a specialist can go beyond the platitude, beyond the textbook generalization, beyond the artificially simple concepts of secondary-level instruction. Only the specialist can stimulate intellectual curiosity by analyzing problems in his field which remain to be solved, by answering students' questions in depth, and by exposing them to the latest knowledge. . . .
>
> Any instructor, therefore, who lacks the training and scholarship sufficient to allow him to go beyond the generalities of the text is not competent to teach at the college level.[21]

The data in Tables VI, VII, and VIII indicate that many sociology instructors in the South may fail to meet Forbes' challenge for excellence in junior college teaching.

Teaching Experience

"At the heart of successful junior college teaching lies faculty understanding and acceptance of the diverse purposes of an 'open door' type of educational institution." The instructor's own educational background and teaching experience is likely to affect his attitude toward and perception of the junior college.[22]

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[21]Jack D. Forbes, "Research, Teaching, and Excellence," Junior College Journal, XXXVII (December, 1966), 8.

[22]Gleazer, op. cit., p. 148.

Thus, an examination of the previous experience of instructors is relevant to the study at hand. Studies have shown that the largest single source of new junior college teachers has been the high school classroom; in fact, "about three of every ten have come from this source."[23] "In 1964-65, 36 per cent of new teachers in Florida came from graduate schools, 14 per cent from college and university teaching, 27 per cent from high school teaching, and 10 per cent from business occupations."[24] A national study of teacher supply and demand reports that 30 per cent of junior college teachers came directly from high school classrooms, 17 per cent from college and university teaching, 24 per cent from graduate schools, and 11.3 per cent from business occupations.[25] "Nationally, there is evidence that the public schools are providing a decreasing percentage of the new teachers in junior colleges, but the number coming directly from graduate schools is rising."[26] Data from both the Iowa study[27] and this survey of the South, however, indicate that many junior college instructors have high school teaching experience. In addition, data from these two studies reveal that previous secondary

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[23]Maul, op. cit., p. 7.

[24]Gleazer, op. cit., p. 149.

[25]National Education Association, Teacher Supply and Demand in Universities, Colleges, and Junior Colleges, 1963-64 and 1964-65, Research Report 1965-R4 (Washington: National Education Association, April, 1965), pp. 43-44.

[26]Gleazer, op. cit., p. 149.

[27]Stoddard, loc. cit.

teaching experience is more likely to be a characteristic of the older sociology instructor than his younger counterpart. As shown by the data in Table IX, over two-thirds (68.9%) of the sociology instructors in junior colleges of the South have had teaching experience at some other educational level. Approximately half of these instructors, however, have only a limited number of years (less than 5) of experience in teaching in any level or discipline. Evidently, many of the respondents are young graduate students just beginning work. In regard to sociology teaching, experience is even more limited; that is, no more than one-third of the instructors have more than 5 years of experience teaching sociology. Thus, many sociology instructors have most of their teaching experience in other subjects. Of the 61 respondents in the South, only 18 (29.5%) have taught sociology during their entire teaching career. Does this data indicate that many junior college administrators and faculty feel that sociology is just a "hot air" course which anyone from any background can teach? Among those who would disagree with such an idea is Charles Henderson, who writes the following pertinent paragraphs:

> According to a saying traditional among students, "Sociology is a subject that deals with what everybody already knows." The idea behind the criticism implicit in this saying is a common one: sociology is nothing more than a "hot air" course -- it is what we call "common sense" about living. This criticism of sociology arises, perhaps, from the difficulty of teaching attitudes, insights, appreciations, values, and other "intangibles." For sociology, as Demiashkevich put it, "deals with warm blood and beating hearts" rather than with matter and its relationships or material goods. It is extremely difficult to be very exact or factual when dealing with human beings and relationships, ideals, interests, ideas, philosophies, attitudes, inclinations, and beliefs. The "materials" of sociology do not always react in the same manner nor do the reactions always result in the same consequences.

TABLE IX

RESPONDENTS' TEACHING EXPERIENCE, BY LEVEL, TYPE, AND LENGTH

	Number	Per cent
Level of total teaching experience		
Junior college only	19	31.1%
Junior college and public school (K-12)	21	34.4%
Junior college and senior college	14	23.0%
All three educational levels	7	11.5%
Length of total teaching experience		
1 - 5 years	30	49.2%
5 - 10 years	12	19.7%
11 - 20 years	13	21.3%
Over 20 years	6	9.8%
Total sociology teaching experience		
1 - 5 years	41	67.2%
5 - 10 years	12	19.7%
11 - 20 years	4	6.6%
Over 20 years	2	3.3%
No answer or unidentifiable	2	3.3%

Others have criticized sociology by saying that it like a hoop skirt, "covers everything but touches on nothing," and this is partly true. For the course of sociology runs the gauntlet of human experience in the fields of human relations and personality development. Sociology may be of great use in our attempts to understand what we have tended to label "modern social problems." Although it supplies a good background for the understanding of social problems generally, sociology cannot suggest solutions for all the specific problems which confront our society.

> All American youth are not only the products of "the American culture" but they are also parts of this culture. This seems to necessitate the creation of an intelligent understanding and attitude toward the social heritage (culture) on the part of American youth. Sociology, which has been defined as "the science of Society," can logically provide the impetus for the creation of such an understanding and attitude. Once upon the stage of action, youth is subjected to a well-woven (and perhaps well-worn) pattern of "thinking and doing." Hence, it is important to study how groups operate, how culture changes, and how culture affects personality. Millions of American youth continually strive with little success to meet the academic standards of various subjects in school environments which have little similarity to democratic living. This same youth has need to develop a toleration for members of other groups, to learn techniques of cooperation, and to become effective, participating citizens. Teaching must help youth become intelligent students of society, must help youth grow and mature in terms of individual differences, and must help youth to understand the principles and techniques of living most adaptable to action in a democratic society. The study of sociology can provide some of the suitable equipment for meeting these needs and functions. An appropriate objective of the teaching of sociology is the provision of opportunities in school situations for young people to learn and practice the skills of democratic living.
>
> Someone has said that sociology is the "crumbs that fall from the tables of other social sciences." And that is partially true. If sociology is to be effectively taught, due consideration must be given other subjects, for sociology draws context from many fields. Sociology cannot make exact predictions or measurements. It cannot serve as a "cure-all" for the personal problems of students. It cannot promise needed social reform or change. But sociology can and must develop competence in youth by providing learning situations which foster the skills and techniques of living in a democratic society."[28]

It is almost axiomatic to point out that in order to develop such competence, qualified and experienced sociology instructors are a must.

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[28]Charles Henderson, "There is More Than Just 'Crumb Crumbs'," Peabody Journal of Education, XXX (May, 1953), 352-353.

Other Experience Related to Sociology

When asked about work and/or community activities related to sociology, 36 of the 61 respondents (59.0%) reported such participation.[29] When teaching, community experiences related to sociology can serve as valuable resources and meaningful examples for both the student and the instructor.

Current Junior College Position

Teaching Environment

As previously indicated, sociology instructors at public, church-related, and independent private junior colleges in eleven southern states were surveyed in this study. Of the 61 respondents, 43 (70.5%) taught in public schools, 18 (29.5%) in private schools, 14 of which were church-related and 4 of which were independent junior colleges. This distribution, evidently, is fairly representative in that figures for the 1967-68 school year indicate that, of the 251 junior colleges in the South, 68 per cent were public and 32 per cent were private.[30] Furthermore, nearly all of the junior colleges in the South scheduled to open since then have been public schools.[31]

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[29]Eight (13.1%) indicated they participated in no activities related to sociology, and 17 of the 64 respondents failed to answer the question.

[30]Yearbook of Higher Education, 1970 (Los Angeles, California: Academic Media, 1970), p. 461.

[31]American Association of Junior Colleges, 1968 Junior College Directory (Washington, D. C.: American Association of Junior Colleges, 1968), pp. 112-113.

One-half (31 of 61) of the junior colleges in which the instructors are teaching are located in small towns with a population of under 10,000 people. Nearly 30 per cent of the schools (18 of 61) are located in small cities with a population of 10,000 to 50,000 persons. The remaining 20 per cent are found in cities with a population greater than 50,000. Apparently many of the students, as well as the instructors, are from rural southern backgrounds, as would be expected of schools serving essentially local constituencies.

As indicated by the data in Table X, the enrollment in these junior colleges varies widely. In most cases, only a small percentage (10% or less) of the student body is enrolled in a sociology class, with the striking exception of one small college where 100 per cent of the student body is enrolled in sociology. As also shown by the data in Table X, sociology classes at junior colleges tend to have fewer

TABLE X

SOCIOLOGY ENROLLMENT FIGURES, BY SIZE OF SCHOOL

Number of pupils enrolled in junior college	% of student body enrolled in soc.			Average number of pupils in soc. class			
	1-10%	11-25%	26-100%	1-24	25-36	37-50	50+
1 - 600 students	2	4	5	3	7	2	0
601 - 1200 students	10	2	1	0	6	5	2
1201 - 2500 students	12	1	1	2	8	4	0
Over 2500 students	6	2	0	1	6	2	0

Note: Totals for each section do not equal 61 because respondents failed to answer some of the questions.

students than are found at many universities with their "monster" lower division classes. Smaller classes have the advantage of permitting more student-oriented teaching.

Nearly all of the respondents (51 of 61) have been teaching in their present school a relatively short time (under 5 years), and only 2 of the 61 have been teaching at the same school for more than 10 years. Fifty-two of the 61 respondents have been teaching sociology during their entire tenure in their current position. Evidently, they accepted their position knowing they would teach the subject.

Salary

"Nothing is more important to the success of a college than its ability to attract and retain qualified administrative personnel and staff. For junior colleges this need is certainly unquestioned today." The current rapid rate of growth makes it crucial to employ fully trained people who can clearly enunciate and effectively follow the aims and objectives of junior colleges. "Since salary is one of the key factors in attracting and keeping administration and faculty,"[32] it demands attention.

National salary data reveal that variables such as institutional control, enrollment size, regional location,[33] sex of the instructor,[34]

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[32]Louis A. D'Amico and D. Grant Morrison, "Salaries: 1963-64," Junior College Journal, XXXV (November, 1964), 17.

[33]Ibid., p. 18.

[34]William S. Graybeal, "Salaries in Junior Colleges - 1965-66," Junior College Journal, XXXVI (May, 1966), 14.

and his level of academic preparation all affect one's salary. In the United States, "the median faculty salary for the 1969-70 academic year was $10,850 in public two-year institutions, and $8,190 in non-public institutions." Total median salaries accelerate with institutional size. In 1969-70, median salaries of faculty at public two-year institutions ranged from $9,145 for colleges with less than 1,000 students to $11,854 for those with 2,000 or more students. In other words, "an academic-year salary of about $10,250 is less than the amount being paid to about 70 per cent of faculty in large public institutions, and it is more than the amount paid to about 70 per cent of faculty in the small private institutions."[35] By region, salaries in public institutions are highest in the West and Southwest and lowest in the Southeast.[36] "Generally speaking, public two-year colleges pay higher nine-ten month faculty salaries than do private two-year colleges; however, private two-year colleges in the North Atlantic pay higher salaries than do two-year public institutions in the Southeast."[37]

Sex is also a variable affecting one's salary. During the 1963-64 school session, women constituted 27.2 per cent of the public junior college teachers and 37.0 per cent of the salaried teachers in non-public junior colleges. At that time, the median salary of women teachers in public junior colleges was 5.5 per cent below the median

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[35]William S. Graybeal, "Faculty and Administrative Salaries, 1969-70," Junior College Journal, XLI (August, 1970), 9-10.

[36]D'Amico, op. cit., p. 21.

[37]Ibid., p. 22.

for men; in non-public junior colleges the median for women was 8.3 per cent below that for men.[38]

As might be expected, the higher the level of academic preparation, the higher the median salary. In 1969-70, median salaries ranged from $9,027 for faculty with less than a master's degree to $13,417 for faculty holding a doctorate.[39] Additionally, it has been found that

> the median salaries of faculty at each level of academic preparation in the large institutions are higher than those observed for faculty having the same level of preparation who are employed in the smaller institutions. Also, a larger proportion of the faculty in the large institutions than in the smaller institutions have completed educational preparation beyond the master's degree.[40]

Based on the previously cited national statistics, it is apparent from the data in Table XI that respondents in the 1969-70 survey of the South are not as well paid as their counterparts in other regions of the country. In fact, only 8 of the 61 (13.1%) reported salaries above $10,000, and several of these persons were also in positions such as vice-president. None of these eight faculty members were women. Nevertheless, it is obvious that median salaries in the South are well under $10,000.

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[38] Graybeal, "Salaries--1965-66," loc. cit.

[39] Graybeal, "Salaries, 1969-70," op. cit., p. 9.

[40] Ibid., p. 10.

TABLE XI

CURRENT SALARY RANGE

Salary	Number	Per cent
Under $6,000	5	8.2%
$6,000 - $7,999	19	31.1%
$8,000 - $9,999	27	44.3%
$10,000 - $11,999	5	8.2%
$12,000 and over	3	4.9%
No answer	2	3.3%
Total	61	100.0%

Professional Responsibilities

The time factor is one of the major dilemmas faced by the instructor.[41] When the problem is explored nationally, "it comes out in the almost brutal arithmetic of numbers of contact hours, numbers of preparations, and above all, numbers of students." One junior college psychology instructor in a national survey reportedly taught five classes requiring three preparations and had 304 pupils.[42] Yet, a twelve-hour teaching load is highly desirable and a fifteen-hour load is the suggested maximum, enabling the instructor time for self-improvement

[41]Timothy P. Donovan, "Problems of the Instructor in the Junior College," Junior College Journal, XXII (May, 1952), 494.

[42]Roger H. Garrison, "Professional and Philosophical Faculty Attitudes," Junior College Journal, XXXVI (March, 1966), 16.

and students.[43] Self-improvement facilitates high quality instruction, one of the better-known distinctions to which the junior college lays claim.[44] "The teaching requirement takes precedence over all other responsibilities of the junior college."[45] Therefore, the instructor should have the opportunity to "work more directly with students" than would be the case in most four-year colleges and universities. In fact, many instructors have chosen to teach in the junior college because they desired a student-centered approach in education,[46] and believed that, by devoting full time to students in opening their minds and engendering their enthusiasm,[47] there is "ample opportunity for the conscientious, cooperative teacher-pupil relationship to flourish."[48]

While the previously cited example of the psychology teacher may be too demanding to meet these philosophical ideals, the data in Table XII indicate that most sociology instructors in the junior colleges of the South are not so over-worked. In terms of their teaching loads, extracurricular activities, and research endeavors, the typical teacher

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[43]Forbes, op. cit., p. 9.

[44]Chapman, loc. cit.

[45]Harry Bard, "Teaching at the Junior College Level: Some Guideposts for the Improvement of Instruction," Junior College Journal, XXXII (April, 1962), 437.

[46]Garrison, "Professional Attitudes," op. cit., p. 19.

[47]Russel Lynes, "The Teacher is an Iceberg," Junior College Journal, XXXVII (April, 1966), 12.

[48]Stuart E. Marsee, "When Is Large Too Big?" Junior College Journal, XXXVII (December, 1966), 27.

TABLE XII

CURRENT PROFESSIONAL RESPONSIBILITIES

	Number	Per cent
Teaching Load		
Very light (1 - 75 students)	12	19.7%
Light (76 - 110 pupils and 4 classes)	13	21.3%
Average (111 - 140 pupils, 4 - 5 classes)	15	24.6%
Heavy (141 - 170 pupils and 5 classes)	10	16.4%
Very heavy (over 170 students)	7	11.5%
No answer	4	6.6%
Extracurricular activities		
Sponsor extracurricular activities	25	41.0%
Do not sponsor such activities	27	44.3%
No answer	9	14.8%
Sociological research		
Engaged in sociological research	13	21.3%
Not engaged in such research	38	62.3%
No answer	10	16.4%
Reason for teaching sociology		
Personal desire	41	67.2%
Volunteered	4	6.6%
"Drafted"	8	13.0%
Other reasons	8	13.0%

Note: Totals may not equal 100% due to rounding.

in the South should have the time to develop good teacher-pupil relationships. In addition, most of them (67.2%) are teaching sociology out of personal desire.

The data in Table XII additionally indicates that less than one-fourth (21.3%) of the junior college sociology instructors in the South are engaged in any sociological research. Much has been written on the pros and cons of research at the junior college level. On one hand, it has been asserted that "an administrator who discourages research is forfeiting a curative for some chronic problems"[49] and that "specialized research, whether resulting in publication or not, is a necessary part of continuing education. Without research experience, the instructor cannot adequately guide potential majors in his field nor can he communicate the meaning of his discipline to the nonmajor."[50] On the other hand, it is contended that "one of the purposes and one of the delights of the two-year college is the emphasis that is placed on teaching rather than on research"[51] and that "the function of the junior college teacher . . . is to instruct, and for this reason, the student in the junior college has an advantage over the student in the ordinary college who must submit to the ministrations of those whose attention is diverted from the classroom to research."[52]

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[49]John E. Anderson, Jr., "Research in the Junior College: Anathema or Anodyne?" Junior College Journal, XXXV (November, 1964), 15.

[50]Forbes, op. cit., p. 9.

[51]Gordon B. Pyle, "Teaching and Teacher Responsibility," Junior College Journal, XXXVIII (March, 1968), 49.

[52]Lynes, op. cit., p. 10.

What sociology courses do junior college instructors teach? Fourteen of the fifteen colleges in Iowa reported a minimum offering of a "Principles of Sociology" course. "Six offered additional work in 'Social Problems' and an equal number listed 'Marriage and Family.'"[53] As shown by the data in Table XIII, results of this study of the South were similar, with the most popular course being one variously entitled "Introduction to Sociology," "General Sociology," "Basic Sociology," "Principles of Sociology," or an equivalent title. It was taught by nearly all of the respondents (58 of 61). The second most frequently taught course was one concerned with social problems (taught by 31.1%

TABLE XIII

SOCIOLOGY COURSES TAUGHT IN JUNIOR COLLEGES

Discipline areas	Number	Per cent
Introductory sociology only	26	42.7%
Marriage and/or family only	1	1.6%
Social problems only	0	---
Both Introductory and Marriage	11	18.0%
Both Introductory and Social problems	14	23.0%
Both Marriage and Social problems	1	1.6%
Introductory, Marriage, Social Problems	4	6.6%
Other courses in addition to above (medical soc., theory, criminology)	4	6.6%

Note: Totals may not equal 100% due to rounding.

[53]Stoddard, op. cit., pp. 132-133.

of the respondents), closely followed in popularity by one dealing with marriage and the family (taught by 27.9% of the junior college sociology instructors in the South). In addition to these three courses, one or two schools offered other sociology courses such as criminology, theory, and medical sociology.

Comparing undergraduate sociology course offerings in junior colleges to those in "four-year arts and science and teacher colleges" may also be meaningful. As indicated by the data in Table XIV, in the South as well as nationally, the four most frequently taught courses

TABLE XIV

RANK ORDERING OF SOCIOLOGY COURSES AND PERCENTAGE OF INSTITUTIONS OFFERING THESE COURSES

Sociology courses	Jr. colleges in the South		Sr. colleges in the South*		Sr. colleges nationally*	
	Rank	Per cent	Rank	Per cent	Rank	Per cent
Introductory	1	95.0%	1	95.6%	1	95.9%
Social Problems	2	31.1%	3	85.9%	3	80.4%
Marriage/Family	3	27.9%	2	90.4%	2	84.9%
Theory	4	5.0%	4	76.3%	4	77.1%

Note: Senior colleges = regionally accredited four-year liberal arts and science and teacher colleges categorized in part 3 of the Higher Education Directory (U. S. Office of Education, 1966-67).

*Source: Sue Titus Reid and Alan P. Bates, "Undergraduate Sociology Programs in Accredited Colleges and Universities," The American Sociologist, VI (May, 1971), 167-69.

are introductory, marriage and family, social problems, and theory courses.[54] While an introductory course is also the most commonly taught course in the junior colleges of the South, the rank ordering differs in that slightly more courses in social problems than in marriage and family are taught in the South, as compared to the whole United States. However, it is also evident that most junior college instructors teach the introductory course while the teaching of theory in southern junior college is largely neglected.

Attitudes and Opinions of Respondents

Although several of the respondents seem to have a weak academic background in sociology, only 1 of the 61 instructors admitted he was doing a poor job of teaching. Three respondents felt their teaching was very superior, and 36 of the 61 (59.0%) felt they were superior teachers. The other 34.4 per cent felt their teaching fell somewhere between the extremes of poor and superior.

When asked what they thought were the general reactions of others toward their sociology offerings, the overwhelming response, as shown by the data in Table XV, was that others have a favorable attitude toward sociology. Apparently, the junior college instructors are not bothered by any significant "town-gown" conflict.

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[54] Sue Titus Reid and Alan P. Bates, "Undergraduate Sociology Programs in Accredited Colleges and Universities," The American Sociologist, VI (May, 1971), 167-169.

TABLE XV

GENERAL REACTION OF SELECTED GROUPS TO INSTRUCTORS' SOCIOLOGY COURSE OFFERINGS

General reaction	Administration	Other faculty	Soc. pupils	Other pupils	Community
Very favorable	20	15	24	7	2
Favorable	23	29	28	20	18
Neutral	9	11	5	18	21
Unfavorable	1	0	0	1	1
Very unfavorable	1	0	0	0	1
Unknown ("don't know")	5	4	2	12	13
Other reactions	1	1	2	1	2
No answer	1	1	0	2	3
Total	61	61	61	61	61

Another area calling for greater attention concerns the encouragement of professional growth, the need for which was previously cited in this paper. Not even half (28 of 61) of the respondents felt any encouragement to do further work or earn a higher degree.

As indicated by the data in Table XVI, the majority of the respondents (62.3%) agree that the sociology teacher should possess special qualifications (of an academic and/or personal nature) not usually looked for in the more traditional and "objective" courses, such as mathematics and the physical sciences. In commenting on these special qualifications, the respondents made remarks such as the following:

TABLE XVI

ATTITUDES AND OPINIONS OF RESPONDENTS

The sociology teacher should:	Number	Per cent
Possess special qualifications		
Yes	38	62.3%
No	5	8.2%
It depends (yes and no)	2	3.3%
Don't know (?)	1	1.6%
Other responses	1	1.6%
No answer	14	23.0%
Participate in community activities		
Yes	43	70.5%
No	5	8.2%
It depends (yes and no)	10	16.4%
Don't know	0	---
Other responses	1	1.6%
No answer	2	3.3%
Be a(n)*		
Activist	13	11.1%
Reformer	10	8.5%
Analyst	34	29.1%
Highly scientific or scientific	18	15.4%
Purely objective or objective	28	23.9%
Other responses	14	12.0%

*Note: The total number of responses in this section equals 117 (instead of 61) because some respondents indicated more than one answer. Three persons failed to answer the question. The percentages are based on the total number of answers indicated.

> The sociology teacher should have some awareness of current social problems and an ability to relate them to students without alienating them from working within society.
>
> The sociology teacher must be more objective, tolerant, compassionate, progressive, and willing to listen than other teachers.
>
> He should have a good educational background in as many fields as possible, since sociology uses information from many fields.

Such comments become especially significant when we realize that "we teach what we know whether we are aware of it or not!" Also, "we teach what we are, try as we may to do otherwise."

When asked whether the sociology teacher should participate in community affairs (such as church and politics), the majority (70.5%) of the respondents agreed that he should, as is indicated in Table XVI. Comments on this question revolved around the idea that the instructor should be a citizen as well as a teacher. This attitude was expressed by the respondents with the following types of comments:

> I feel no responsibility to "guide" the community because I am a sociologist. Because I have personal interests, I am involved in the community.
>
> The sociology teacher is a person and as such has the same rights, duties, etc., as other people.
>
> Sociology teachers should concern themselves with affairs other than classroom activity. "Pure" knowledge is sterile without application.
>
> A good teacher, in any field, does not separate himself from the world around him.
>
> The instructor needs to have his hand on the heartbeat of the community.

Although such remarks clearly indicate that a prevailing attitude favoring community participation exists, it is also clear from the

data in Table XVI that few respondents feel the sociology instructor should be a community reformer or activist. Rather, most of the respondents feel that the role of the sociology instructor should be that of an analyst (29.1% of the responses expressed this attitude). Clearly, however, there is little consensus among junior college instructors of sociology in the South as to what the role and perspective of a sociology teacher should be. Nevertheless, in regard to the role and perspective of sociology, Ely Chinoy has made the following point:

> Sociology seeks to apply to the study of man and society the methods of science. It rests upon the assumption common to all the social sciences that the scientific method can make a significant contribution to our understanding of man's character, actions, and institutions and to the solution of those practical problems that men face in their collective experience.[55]

Peter L. Berger adds that "the fascination of sociology lies in the fact that its perspective makes us see in a new light the very world in which we have lived all our lives."[56]

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[55]Ely Chinoy, Sociological Perspective (2nd ed.; New York: Random House, 1968), p. 3.

[56]Peter L. Berger, Invitation to Sociology: A Humanistic Perspective, Anchor Books (Garden City, New York: Doubleday and Company, Inc., 1963), p. 21.

CHAPTER IV

SUMMARY AND CONCLUSION

The typical instructor in the junior colleges of the South is a young, white, married male who prefers a Protestant religion. From a rural southern background, he received his entire education in the South and attended a state college or university for his graduate work. Although he has been in college during the last decade and holds a master's degree (though not necessarily in sociology), he is not likely to have much work beyond this level and has slightly less than a 50 per cent chance of having completed more than 40 semester hours of sociology. In regard to his professional participation in the discipline, less than two-thirds of the respondents read a sociological journal or hold membership in a sociological organization. Having previous teaching experience at some other educational level (generally as a high school teacher or graduate assistant) or in some other discipline, the instructor has probably been teaching sociology in the junior college for a short time (less than 5 years). The sociology classes he teaches (regardless of whether he is in a large school or a small school) usually have under 50 students, and less than 10 per cent of the student body is enrolled in sociology. He earns a salary under $10,000, teaches sociology out of personal desire, has 4 or 5 classes with a total enrollment of under 170 students, is slightly more likely than not to sponsor some extracurricular activity, but probably is not engaged

in any research of a sociological nature. The instructor teaches an introductory course in sociology, and may also teach a course on marriage and the family or social problems. In most cases he feels that the general reaction of the administration, faculty, students, and community to his sociology offerings is favorable. He also feels that a sociology teacher should possess special qualifications, participate in community activities (being the citizen he is), and be more of a scientific, objective analyst than an activist or reformer.

Keeping this profile of the southern junior college instructor of sociology in mind, several conclusions might be drawn. The data from the study imply that many instructors of sociology do not identify themselves very closely with the discipline; that is, they are young, have relatively little experience teaching the subject, have approximately 40 semester hours in the subject, and are not very likely to be involved in the professional activities of reading journals or holding membership in sociological organizations. Furthermore, a review of the literature and activities of the profession reveal that this group of sociology instructors (despite the expansion of junior colleges) has been largely ignored by others in the discipline. Perhaps the profession needs to give greater recognition and attention to the group by encouraging them to become active members of sociological organizations, having special sections of professional meetings devoted to junior college sociology, sponsoring summer institutes and workshops for junior college teachers with a weak background in the discipline, and so forth. These would be positive efforts toward upgrading the competency of the instructor and the status of the discipline in junior

colleges. Such improvements would benefit not only the students, instructors, and schools directly involved, but also the profession as a whole.

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APPENDIX

QUESTIONNAIRE ON INSTRUCTORS OF SOCIOLOGY

I. Personal information:

1. Sex: Male___ Female___

2. Age: 20-29___ 30-39___ 40-49___ 50-59___ 60+ ___

3. Marital status: Single___ Married___ Separated___ Divorced___ Widowed___ Other___

4. Race, nationality or ethnic group:_____

5. Religious preference:_____

Religious affiliation:_____

6. Educational background:

	Name	Location	Year Graduated	Degree	Major	Minor
High school:						
College:						

7. Sociology courses you have taken:

Title	Level	Title	Level

8. Professional background and contributions:

How much sociology did you have in high school?_____

Number of college hours of sociology: Graduate_____

Undergraduate hours_____

Area(s) of specialization: 1_____ 2_____

Thesis title (if any):_____

Dissertation title (if any):_____

Publications (specify, if any):_____

_____

Name of professional organizations of which you are a member:

_____

Name of professional journals and/or periodicals which you read:_____

_____

9. Indicate total number of years of teaching experience at each level:

Elementary_____ Junior high_____ Senior high_____

Junior college_____ Senior college_____ Other_____

10. Total sociology teaching experience:

Names of different sociology courses you have taught	Level of school	Level of course	Years taught

What other teaching experience have you had?_____

_____

11. Other work and/or community activities related to sociology:

Description of Experience	Length
_____	_____
_____	_____

II. Current teaching position:

1. Your title:_____ 2. Name of school:_____

3. Location of school (city and state):_____

4. Level of school:
   High school____
   Junior college____
   Other (specify)____

5. Type of institution: Public___
   Private___
   Church related___
   Other (specify)___

6. 1969-70 school enrollment:_____ Males____

   Females____

7. Number enrolled in sociology courses:_____

   Number of males_____ Number of females_____

8. Average size of a sociology class:_____

9. How many years have you taught at your present school?

   _____

10. How many years have you taught sociology at this school?

    _____

11. Current salary range (9 months):

Under $4,000____	$10,000 - $11,999____
$4,000 - $5,999____	$12,000 - $13,999____
$6,000 - $6,999____	$14,000 - $15,999____
$7,000 - $7,999____	$16,000 - $17,999____
$8,000 - $9,999____	$18,000 or more_____

12. Teaching and/or work load:

    How many different students do you teach each week?_____

    How many different sociology pupils do you teach?_____

How many different classes do you teach each week?_____

How many different sociology classes do you teach?_____

Sociology courses you are now teaching:

Name of Course	Textbook	Level of Course	No. of students taking
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Do you sponsor any extracurricular activities?_____ _____

Are you involved in any sociological research?_____

How do you feel about your current teaching and/or work load?

Very overworked_____
Overworked_____
Satisfied_____
Underworked_____
Very underworked_____

13. Why are you teaching sociology? Personal desire_____
Volunteered_____
"Drafted"_____
Other_____

14. What kind of teaching job do you think you are doing?

Very superior_____ Superior_____ Mediocre_____ Poor_____

Very poor_____

15. What is the general reaction to your sociology offerings? (very favorable - vf, favorable - f, neutral - n, unfavorable - uf, very unfavorable - vuf)

Administration: vf_____ f_____ n_____ uf_____ vuf_____

Other faculty members: vf_____ f_____ n_____ uf_____

vuf_____

Students taking courses: vf_____ f_____ n_____ uf_____

vuf_____

Students not taking soc.: vf_____ f_____ n_____ uf_____ vuf_____

Community: vf_____ f_____ n_____ uf_____ vuf_____

16. What special problems have you had in teaching sociology?

17. What encouragement have you received (of a financial nature) to do further work or to secure a higher degree in the field of sociology (e.g., from the administration)?

18. Do you feel that the teacher of sociology should possess special qualifications (of an academic and/or personal nature) not usually looked for in the more traditional and "objective" courses, such as mathematics, the sciences, etc.?

19. Do you feel that a sociology teacher should participate actively in community affairs -- church, politics, etc.? Yes_____ No_____ Please explain briefly.

20. Should the sociology teacher be a(n):

Activist?_____ Reformer?_____ Analyst?_____

Highly scientific?_____ Purley objective?_____

Other (specify)?_____

Please explain briefly your answer(s).

III. In the space below, please give <u>any other</u> information and/or comments which you think might be pertinent to this study.

If you desire a summary of the principal findings of this study, please check. _____

Thank you very much for your cooperation!

Reported by: *Name_____Position_____

Address_____

*No identification will be used without specific permission._____